DOCUMENT RESUME

ED 208 538 EA 014 089

TITLE Curriculum Review Handbook: Business Education. 1981-1982.
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
PUB DATE [81]
NOTE 52p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Business Education; Check Lists; Elementary Secondary Education; *Office Occupations Education; *Program Evaluation; Records (Forms); Self Evaluation (Groups)

ABSTRACT

This handbook was developed to assist educators in conducting a local curriculum review as a step in improving business education programs. The major portion of the handbook is a series of 22 self-evaluation checklists that are to be used for reviewing existing courses in such areas as accounting, business, computer education, economics, shorthand, and typing. Additional sections aid in the development of a philosophy of education; list expected student outcomes; aid in preparing course outlines and in stating the concepts and skills to be taught in them; and help in listing available resources needs and recommendations, and essential skills students need to develop. Sample program descriptions are included as are guidelines for implementing a complete curriculum review. (Author/IRT)

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ED208538

CURRICULUM REVIEW HANDBOOK

BUSINESS EDUCATION

Oklahoma State Dept. of Education

1981-82

Leslie Fisher
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Lloyd Graham
DEPUTY STATE SUPERINTENDENT

Tom Campbell & John Folks
ASSOCIATE DEPUTY STATE SUPERINTENDENTS

J.D. Giddens
Assistant Superintendent
INSTRUCTION

Jack Strahorn
Assistant Superintendent
FEDERAL PROGRAMS

Murl Venard
Assistant Superintendent
FINANCE

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FOREWORD

Business Education is a vital, essential program whereby any student may develop understandings, skills, and attitudes necessary to become productive workers, intelligent consumers, responsible citizens, and enthusiastic promoters of the free enterprise system. Business Education is an integral part of the total education of every person and should be recognized as a part of general education.

The main emphasis of this curriculum review is to assist educators in providing more realistic and relevant Business Education courses for all students that will enable them to function more effectively in our producer-consumer world. It is hoped that the information contained in this handbook will facilitate the teaching of Business Education courses and be a stimulus for creating more dynamic "teaching-learning" experiences.

Leslie Fisher

Leslie Fisher
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

The business teachers of Oklahoma acknowledge with gratitude the untiring efforts put forth in the development of the Business Education Curriculum Review Handbook by the following educators:

Janet Barnard, Shawnee High School
Sandra Welch, Chickasha High School
Karen Woodward, Moore Central Mid-High

and

the various committees involved in the production of the following publications:

State Plan for Business Education, Oklahoma State Department of Education, 1978.

Business Education Checklist, Oklahoma State Department of Education.

Business Education Course Descriptions, Oklahoma State Department of Education, 1980.

STATE DEPARTMENT OF EDUCATION

Leonard Bates
Deputy Director of Curriculum Services

Kay York
Administrator of Curriculum

Mary Anderson
Business Education Specialist

OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION

Robert H. LaGrone, Chairman
McAlester Public Schools

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This publication printed by the State Board of Affairs, Central Printing, is issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction 500 copies have been printed and distributed at a cost of $ 870.00.

INTRODUCTION

This handbook has been developed to assist educators in conducting a local curriculum review for purposes of program improvement. Before the review begins, determine organizational structure: Who does what? How do we coordinate? Who is in charge? Is time provided during the school day for the task? What is the timeline or task framework? The following are suggested areas of study:

1. Needs Assessment

   Conducting needs assessment to determine student needs as workers, consumers, and citizens

2. Goals and Objectives

   Developing written goals and objectives for the educational program

3. Educational Change

   Planning, designing, and developing program changes

4. Staff Development/Training

   Determining needs for, planning, and developing staff inservice training essential to facilitate change

5. Program Implementation

   Facilitating changes to meet identified needs of all (below average, average, and above average) students

6. Evaluation

   Evaluating the total program to determine accomplishments and continuing needs

7. Revision

   Continuing successful aspects of program; deleting or changing less successful components of the program

PHILOSOPHY AND RATIONALE

You may use the following questions to develop a philosophy and rationale:

1. What do we believe about the unique nature of our subject matter?

2. What do we believe about the students we teach?

3. What do we believe about our responsibilities as educators?

4. What do we believe about the ultimate purpose of education?

5. Review responses to above questions, then explain why Business Education is included in your school's curriculum.

Expected Student Outcomes

The following outcomes are based upon education for and about business to prepare informed citizens, effective workers, and intelligent consumers.

The student(s) will:

1. recognize the need to listen, understand, and respond intelligently.
2. improve his/her positive self-concept.
3. understand how to use time management effectively.
4. refine and improve general education skills.
5. utilize consumer resources for assistance, information, protection, and services for worker, consumer, and citizen problems.
6. develop a useful business vocabulary.
7. understand and effectively use communication skills: written, verbal, and processing information.
8. develop computer literacy.
9. recognize that learning is a life-long process.
10. acquire useful study skills.
11. develop desirable work habits, attitudes, and personality traits (including participating in groups).
12. acquire and use research skills.
13. appreciate and understand the legal framework of our democratic society.
14. utilize his/her knowledge of international economic situations and trends that affect the domestic economy to make personal and/or professional decisions.
15. determine values and goals which affect personal and professional life styles.
16. understand the small and large business firm and its relationship to the total economy.
17. obtain a basic knowledge, understanding, and appreciation for the free enterprise system.
18. assume responsibility for the maximum utilization of personal and professional resources.
19. develop career awareness, orientation, exploration, occupational selection, and preparation in conjunction with life styles desired.
20. prepare for job entry and promotion, i.e., occupational and personal requirements for success.
21. demonstrate ethical behavior toward others.
22. utilize and assume responsibility for developing appropriate productivity levels.
23. participate as knowledgeable workers, consumers, and citizens in the free enterprise system.
24. demonstrate leadership qualities.
25. acquire desirable decision-making processes for personal and professional applications.
26. understand and use extrinsic and intrinsic motivational techniques.
27. acquire the skills needed to function efficiently and effectively in the marketplace.
28. understand and use money management.
29. develop a positive attitude toward vertical and horizontal mobility in job situations.

Educational Program: Outline, Concepts, and Skills

1. List of all Business Education subjects/courses

   Example:

   Typewriting I

2. Subject/course explanation

   a. Subject/course outlines

      Example:

      (1) Learning to Typewrite

         (a) The letter keys, numbers, symbols, and operative parts using the touch method
         (b) Correct posture and stroking techniques
         (c) Vertical and horizontal centering
         (d) Memorandums, announcements, personal notes, index cards, and postal cards
         (e) Personal letters, business letters, and envelopes
         (f) Tabulated columns
         (g) Outlines and manuscripts
         (h) Business forms

      (2) Applying Skills of Production Typewriting

         (a) Provide regular practice for accuracy and speed development
         (b) Prepare a line guide for manuscripts and letters
         (c) Prepare manuscripts: topbound, leftbound, and unbound; title page, table of contents, footnotes, pagination, and bibliography
         (d) Tabulation: tables, columnar headings, ruled and boxed charts
         (e) Learn proper care of the typewriter: cleaning typewriter and changing ribbon
         (f) Select business letters in appropriate styles with carbon copies
         (g) Fold letters and insert into envelopes
         (h) Type statistical, script, and rough draft material
         (i) Use proper rules of communication: spelling, punctuation, capitalization, number rules, paragraphing, word division, and grammatical construction
         (j) Organize the work area and materials
         (k) Develop positive attitudes, personality traits, and work habits
         (l) Learn to find errors, make neat corrections, crowd and spread letters, and assume responsibility for proofreading material before and after it is removed from the typewriter
         (m) Compose sentences, paragraphs, and letters at the typewriter
         (n) Prepare employment forms: application blanks, letters of application, personal data sheets, and follow-up letters.

   b. Major concepts by subject/course

      Example:

      (1) Master the typewriter keyboard using the touch method
      (2) Master the correct typewriting techniques of stroking and machine manipulation
      (3) Assist the students in developing correct posture and control necessary to typewrite with accuracy and speed on straight copy and problem material to meet both personal needs and employment standards by producing mailable copy
      (4) Build skills relating to business application
      (5) Assist the students in developing good work habits, such as understanding and following instructions; organizing supplies, materials, furniture, and equipment in the work area; and handling materials efficiently
      (6) Assist the students in developing the ability to use the typewriter as an effective tool--including proofreading, correcting errors, typing from direct dictation, and composing at the typewriter
      (7) Encourage the development of desirable attitudes and personality traits:

         (a) Integrity
         (b) Poise
         (c) Cooperation
         (d) Wise use of time
         (e) "A full day's work for a full day's pay"
         (f) Ability to work calmly under pressure
         (g) Ability to get along well with others
         (h) Ability to remain pleasant under adverse conditions

(i) Pride in work
(j) Respect for the dignity of work
(k) Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful
(l) Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

(8) Encourage the students to think, to reason, and to make professional and personal decisions

(9) Provide a foundation for advanced study

(10) Develop student awareness of employment opportunities and standards.

c. Essential skills by subject/course

(1) Skills unique to your subject area

Example:

Touch typewriting

(2) Skills shared with other subjects

Example:

Letter and manuscript writing

(3) Practical (or life-long) skills

Example:

Proficiency in typewriting

Program Evaluation

The following self-evaulation checklist may be used as a guide for reviewing the present program.

ACCOUNTING I

Yes	No		
___	___	1.	Accounting is offered in grades eleven and twelve.
___	___	2.	The specialized vocabulary of accounting is studied.
___	___	3.	An understanding of the need and use of systematically-kept accounting records is developed.
___	___	4.	The basic principles of accounting are related to the students' previous common experiences.
___	___	5.	A definite attempt is made to improve the fundamental skills of arithmetic and handwriting.
___	___	6.	Students are required to use ink in completing exercises and practice sets for all entries except pencil footings and work sheets.
___	___	7.	Emphasis is given to problem-solving procedures--interpreting, reasoning, understanding, and recording.
___	___	8.	Business forms and financial reports used in business are presented to the class for their interpretation.
___	___	9.	Each student enrolled in Accounting I has a set of working papers.
___	___	10.	An attempt is made to integrate Accounting I with Data Processing.
___	___	11.	Each student works a minimum of two complete practice sets with business papers a year.
___	___	12.	The short quizzes and tests administered periodically are used to evaluate student progress and the effectiveness of instruction.
___	___	13.	Periodic tests include both theory and practical application of theory.

___ ___ 14. Students are taught accounting ethics.

___ ___ 15. An ample amount of student work is placed on display.

___ ___ 16. The teacher makes frequent and effective use of the chalkboard, the overhead projector, and other appropriate audio-visual aids.

___ ___ 17. Resources are utilized: field trips, guest speakers, films, etc.

___ ___ 18. The support fields and career opportunities are stressed.

___ ___ 19. An adequate number of calculators are available for student use.

___ ___ 20. Course standards are established to allow for individual progress.

___ ___ 21. Students understand the role of accounting in the flow of work in the office system.

___ ___ 22. Students understand that the accounting cycle leaves an "audit trail" which can be followed by others.

___ ___ 23. Students understand that accounting may be performed manually, mechanically, and/or electronically.

___ ___ 24. The teacher is aware of the standards expected in the higher institutions.

___ ___ 25. Other

ACCOUNTING II

Yes	No		
___	___	1.	Course standards are established to allow for individual progress.
___	___	2.	The concept that accounting is a tool for management decisions is developed.
___	___	3.	Accounting skills are applied and the processes of thinking, reasoning, decision making, implementation, evaluation, and communication (written and oral) are utilized.
___	___	4.	The students are provided with the background necessary to exercise accounting skills by using a small computer and/or terminal in performing accounting applications.
___	___	5.	A thorough understanding and application of the accounts in the capital section of the balance sheet are developed.
___	___	6.	The students are assisted in understanding the variety of accounting systems which they may encounter in organizations.
___	___	7.	The necessity of accuracy, time-management, and following the "audit-trail" are emphasized.
___	___	8.	An awareness of different practices between tax regulations and accounting principles is developed.
___	___	9.	At least one accounting system is planned, organized, and implemented (set up a set of books).
___	___	10.	The development of positive interpersonal relations, personal traits, and work characteristics are encouraged.
___	___	11.	The importance of career planning and life style considerations and the impact these have on life satisfactions are emphasized.
___	___	12.	The teacher makes frequent and effective use of the chalkboard, the overhead projector, and other appropriate audio-visual aids.
___	___	13.	Resources are utilized: field trips, guest speakers, films, etc.
___	___	14.	The support fields and career opportunities are stressed.
___	___	15.	An adequate number of calculators are available for student use.

BUSINESS COMMUNICATIONS

Yes	No		
___	___	1.	Students develop an extensive vocabulary.
___	___	2.	Students correctly use fundamentals of grammar in oral and written communication.
___	___	3.	The students understand the need for and use of reference books.
___	___	4.	Good study habits, participation, and interpersonal relations are encouraged.
___	___	5.	Students develop basic skills required for listening.
___	___	6.	The students understand how to listen, comprehend, and respond intelligently.
___	___	7.	Students demonstrate self-confidence in speaking.
___	___	8.	The students develop a forceful and pleasing speaking and writing style.
___	___	9.	Students develop basic skills required for reading and comprehension.
___	___	10.	The students develop basic skills required to write well-organized letters, minutes, reports, memorandums, etc.
___	___	11.	Students apply psychology in effective writing.
___	___	12.	Students develop desirable work habits, attitudes, and personality traits.
___	___	13.	Audio-visual equipment should be used to develop communication skills.
___	___	14.	Students develop effective telephone techniques.
___	___	15.	Other

BUSINESS ENGLISH

Yes	No		
___	___	1.	Standard English usage is taught and refined as a basic tool of communication in all oral and written exercises.
___	___	2.	Students develop an appreciation for oral and written communications.
___	___	3.	Appropriate vocabulary study is integrated throughout the entire course.
___	___	4.	Students are given opportunities to improve their spelling skills with emphasis on commonly misspelled words.
___	___	5.	Students develop skills for effective speaking and writing.
___	___	6.	Students understand how to listen, comprehend, and respond intelligently.
___	___	7.	Business materials including books, magazines, and other pertinent publications are available for reference and appropriate assignments.
___	___	8.	Instruction is provided in the use of basic reference materials, e.g., dictionaries of word meaning, usage, and spelling; secretarial handbooks; and thesaurus.
___	___	9.	Exercises are conducted to help students improve their oral expression.
___	___	10.	Voice recording equipment is available as an aid for speech improvement and for composing business correspondence.
___	___	11.	Students are presented with the fundamental principles of letter writing and are given practice in composing business letters.
___	___	12.	Students are aware of the importance of improving their mastery in English usage, mechanics, and proofreading.
___	___	13.	Practice is given in the preparation of job application: letters of application, data sheets, interviews, and follow-up letters.
___	___	14.	Students are given the opportunity to analyze items of actual business correspondence (social and business letters, reports, forms, etc.).

___ ___ 15. Audio-visual aids, such as the tape recorder, record player, and overhead projector are available for instructional purposes.

___ ___ 16. Students develop good reading skills.

___ ___ 17. Good study habits, participation, and interpersonal relations are encouraged.

___ ___ 18. Students apply psychology in effective writing.

___ ___ 19. Students develop desirable work habits, attitudes, and personality traits.

___ ___ 20. Other

BUSINESS LAW

Yes	No		
___	___	1.	Business Law is taught in grades eleven and twelve.
___	___	2.	A realization is developed that ordinances, laws, courts, and governmental services exist for the protection of society
___	___	3.	Students are provided with the foundation for understanding and appreciating the role of law in our democratic society.
___	___	4.	Students are taught that contractual rights carry corresponding responsibilities.
___	___	5.	The students are given practical information concerning their rights and responsibilities in common business transactions (insurance, property, etc.) to help them avoid legal entanglements.
___	___	6.	Students understand that law is a medium for interacting with society; therefore, emphasis will be placed on recognizing rights and responsibilities of others. Emphasize compatibility rather than legal conflict.
___	___	7.	The students are given practical information to help them know when to seek the advice of a lawyer.
___	___	8.	The approach to the study of Business Law is based on the experiences of the students in daily school, home, and business contacts.
___	___	9.	Students are given the opportunity to study the use and purpose of legal documents.
___	___	10.	Students are encouraged to master a basic vocabulary of Business Law terms.
___	___	11.	Students are acquainted with the American system of courts, their function, and their jurisdiction.
___	___	12.	An attempt is made to develop in students the ability to evaluate both sides of a dispute in arriving at a conclusion.
___	___	13.	At least once during the school term, an appropriate court case is selected for students to witness.
___	___	14.	Teachers provide opportunities for dramatization of legal principles and Business Law subject matter.

___ ___ 15. The use of simple cases to help develop a clear understanding of the principles of Business Law are utilized.

___ ___ 16. Students are encouraged to collect and bring to class newspaper clippings, advertisements, legal notices, and other information relating to topics under discussion.

___ ___ 17. An annotated copy of the Uniform Commercial Code and a Business Law Dictionary are available in the school library for use by the teacher and students.

___ ___ 18. The importance of reading and understanding written instruments before signing is emphasized.

___ ___ 19. Students are encouraged to practice rights and responsibilities in daily living.

___ ___ 20. Students are encouraged to develop desirable work habits, attitudes, and personality traits.

___ ___ 21. Other

BUSINESS MACHINES

Yes	No		
___	___	1.	Students master the correct fingering techniques in machine operation.
___	___	2.	The students develop skills in reading, listening, and following instructions.
___	___	3.	Students develop the basic skills in the operation of the business machines and the vocabulary commonly used by office workers.
___	___	4.	The students recognize various business forms and understand their use.
___	___	5.	Students are aware of the cost of operating a business, i.e., machines and equipment, printed forms, paper, ribbons, chemicals, machine repairs, etc.
___	___	6.	The teacher creates an office atmosphere in the classroom.
___	___	7.	Business standards of production and accuracy are established.
___	___	8.	Responsibility, loyalty, and pride in work are encouraged.
___	___	9	Students use problem-solving and decision-making techniques.
___	___	10.	The machines used include the following: micro-computers, dictation equipment, dual-pitch typewriters, correcting typewriters, electronic typewriters, programmable calculators, display calculators, duplicating equipment, light table, thermofax, teletrainer, etc.
___	___	11.	Students apply basic math skills to business applications.
___	___	12.	The teacher uses a rotation schedule to acquaint students with all business machines available.
___	___	13.	A practice set is used to refine skills.
___	___	14.	Other

BUSINESS MATHEMATICS

Yes	No		
___	___	1.	Diagnostic tests are used in planning the instructional program.
___	___	2.	Review and refine basic math skills.
___	___	3.	Instruction is given in proving all types of problems.
___	___	4.	Students learn to solve problems by using the most expeditious approach.
___	___	5.	Students learn to estimate answers to determine whether a logical answer has been obtained.
___	___	6.	Students learn to proofread figures which have been copied from another source.
___	___	7.	Students learn to read amounts for rapid checking.
___	___	8.	Students learn how to read tables and charts.
___	___	9.	The teacher defines the terminology of written problems.
___	___	10.	Students are taught to reason, read, interpret, and solve problems in mathematics.
___	___	11.	Speed drills are used often to promote the student's skill in rapid computations.
___	___	12.	Students perform mental mathematical computations.
___	___	13.	Flash cards or a tachistoscope are used to promote the learning of number combinations.
___	___	14.	The more common shortcuts that are of value in calculations are taught.
___	___	15.	Examinations include bonus problems to challenge the superior students.
___	___	16.	Frequent quizzes are given to evaluate teaching and learning.
___	___	17.	The teacher maintains a record of each student's progress measured by tests and recitations.

___ ___ 18. The teacher demonstrates the method of computation on the chalkboard or overhead projector.

___ ___ 19. Each student has a chance to work at least one problem on the chalkboard every week.

___ ___ 20. Students apply basic math skills to everyday living.

___ ___ 21. Students utilize previous learning of business activities in other classes and develop their further understanding through the processes of mathematics.

___ ___ 22. Emphasis is placed on writing figures legibly and neatly.

___ ___ 23. Students usually have time in class to start homework problems which have been explained.

___ ___ 24. Other

BUSINESS ORGANIZATION AND MANAGEMENT

Yes	No		
___	___	1.	Students understand the development, contribution, and management of the free enterprise system.
___	___	2.	The students understand how to apply the universal functions of management (creating, planning, organizing, motivating, communicating, etc.)
___	___	3.	The students understand the process of determining human resource needs, acquisition, development, and performance.
___	___	4.	Students recognize and understand how to improve government and business relationships through an understanding of regulations and legislation affecting businesses.
___	___	5.	The students understand needs, sources, and uses of money in business operations.
___	___	6.	Students develop an understanding and appreciation for the decision-making process in managing a business organization.
___	___	7.	The students are aware of the critical role of information in effective management.
___	___	8.	Students understand the importance of business ethics.
___	___	9.	The students understand business cycles and how they affect management.
___	___	10.	Students develop desirable work habits, attitudes, personality traits, and human relation skills.
___	___	11.	Students develop an understanding of the social responsibility of business.
___	___	12.	The student is introduced to information processing.
___	___	13.	Students understand and use appropriate leadership styles.
___	___	14.	The students understand productive management (creating the product, building the plant, sequencing the production, etc.).

COMPUTERS AND SOCIETY
(Data Processing)

Yes	No		
___	___	1.	Typewriting I and Accounting I are encouraged as prerequisites of Data Processing.
___	___	2.	The specialized vocabulary of Data Processing is studied.
___	___	3.	The preparation of flow charts and/or verbal designs are a part of the instruction.
___	___	4.	Preparation of input media is included in the instruction.
___	___	5.	The majority of the problems solved on the data processing equipment are realistic business problems.
___	___	6.	Introduction to computer theory is taught and includes basic concepts in computer logic, programming, and storage. Capabilities and limitations of the machine are stressed.
___	___	7.	"Hands on" training on data processing equipment is provided whenever possible.
___	___	8.	A plan for rotating students on the data processing equipment is devised to permit maximum use of the equipment.
___	___	9.	Resource books, pamphlets, and manufacturers' machine manuals are available for student use.
___	___	10.	Community resources are used extensively for speakers, field trips, and career conferences on employment opportunities in data processing.
___	___	11.	Films, slides, filmstrips, and demonstrations are used frequently to show types of equipment and their operation.
___	___	12.	Students are taught the proper care for both input and output media.
___	___	13.	The study of accounting systems is a part of the instruction.
___	___	14.	The students are acquainted with terms in understanding personal and business computers.
___	___	15.	The students are acquainted with uses of personal and business computers in industry, government, and society.

___ ___ 16. Students are aware of all information processing systems in the office today.

___ ___ 17. Students are made aware of the social, educational, and ethical impact of computers in our society.

___ ___ 18. Students understand the basic functions of personal and business computer systems.

___ ___ 19. Students are acquainted with career opportunities available in the computer processing industry.

___ ___ 20. Students develop an awareness of the relationship of the computer equipment, computer programs, and the user.

___ ___ 21. The students develop desirable work habits, attitudes, and personality traits.

___ ___ 22. The students study the historical background of the computer.

___ ___ 23. Students are introduced to the computer as a decision-making tool.

___ ___ 24. Other

COMPUTER PROGRAMMING

Yes	No		
___	___	1.	Course prerequisites include Typewriting I and Data Processing. Accounting I and Business Mathematics are recommended.
___	___	2.	Students develop and apply fundamental concepts of programming micro-computers and/or computers.
___	___	3.	The teacher assists the students in developing definitive, logical problem analysis, and flowcharting skills.
___	___	4.	The teacher encourages the development of high ethical standards regarding the security and confidentiality of data, programs, and equipment.
___	___	5.	Students develop a foundation for continued improvement in programming skills, including the following: documentation, input/output, assignment statements and variables, program control, functions and subroutines, arrays, program design, and an introduction to commonly accepted languages (in addition to the resident language of the micro-computer).
___	___	6.	Students understand and use main action words within major languages.
___	___	7.	Students write and run programs.
___	___	8.	The teacher knows available sources and types of hardware and software.
___	___	9.	The students learn to communicate with programmers, management, and computer operations personnel.
___	___	10.	The teacher assists the students in developing desirable work habits, attitudes, and personality traits.
___	___	11.	Other

CAREERS

Yes	No		
___	___	1.	Students engage in a study of assessment of self and life style desired.
___	___	2.	Students are aware of the importance of initiating a career plan and understanding the necessity of revisions.
___	___	3.	The students become personally aware of career opportunities, occupational requirements, responsibilities for the career, and employer expectations.
___	___	4.	Students develop a philosophy for being prepared for job entry and promotion (occupational and personal requirements for success).
___	___	5.	Students understand how mental abilities relate to the world of work.
___	___	6.	Students recognize that people have different aptitudes.
___	___	7.	Students recognize the importance of human relations.
___	___	8.	Students will become aware of the importance of forming a positive self-concept.
___	___	9.	The students develop proficiency in using career information sources including job placement services.
___	___	10.	Students are aware of the relationship of leisure to consumer finances (how to live on what you make).
___	___	11.	Students understand the process of obtaining a job.
___	___	12.	Students are aware that intelligent decision making must be based on valid, reliable information.
___	___	13.	Students understand that education is a continuous and life-long process.
___	___	14.	Students are aware of factors which contribute to job satisfaction.
___	___	15.	Other

CONSUMER ECONOMICS

Yes	No		
___	___	1.	Consumer Economics or Consumer Education is offered in grades nine through twelve.
___	___	2.	The content of the course is directed toward practical knowledge and application for every person as a consumer, citizen, and worker.
___	___	3.	The students develop an understanding and an appreciation of our economic system and how to function in it with proficiency.
___	___	4.	There is an awareness that unlimited wants and limited resources are basic to all economic problems (needs and wants).
___	___	5.	The role government plays in our economy is studied (taxation, regulation, etc.).
___	___	6.	A practical and functional vocabulary relevant to economic literacy in Consumer Economics is developed.
___	___	7.	Students develop an awareness of other major economic systems.
___	___	8.	Students gain a basic knowledge and understanding of the decisions economic systems face.
___	___	9.	Students are aware of how individuals influence the economy through the concepts relating to supply and demand.
___	___	10.	Students gain an understanding of the affect of the division of labor on consumer performance in the economy.
___	___	11.	Students are aware of consumer responsibility for conservation of resources.
___	___	12.	Students understand that income is derived from various sources.
___	___	13.	The rights and responsibilities of consumers are emphasized.
___	___	14.	Students are able to identify group influences, individualized influences, human resources, advertising, and material resources which affect their consumer decision making.

___ ___ 15. Students understand the purpose, need, and use of a budget for effective individual performance in the economy.

___ ___ 16. Students understand wise buying and effective utilization of saving and investment opportunities.

___ ___ 17. Students understand the purpose of insurance as a sharing of risks.

___ ___ 18. Students are aware that insurance is an essential part of one's program of financial security.

___ ___ 19. Students are able to distinguish between casualty and life insurance.

___ ___ 20. Students develop a practical knowledge of the use and misuse of consumer credit.

___ ___ 21. Students acquire a basic understanding of the skills that are necessary to make rational decisions when making purchases in the marketplace.

___ ___ 22. Students are aware of the possible fraudulent and deceptive business practices and exaggerated claims for health cures and medications.

___ ___ 23. Students are reminded that the existence of fraudulent practices should not blemish the excellent services made by reputable businesses to consumers.

___ ___ 24. Students are aware of various private and governmental agencies and organizations that offer aid and protection to the consumer.

___ ___ 25. Wise decision making and time management are stressed on topics relating to maintaining health, obtaining an education, and using leisure time.

___ ___ 26. The teacher makes frequent use of appropriate supplementary materials and resources.

___ ___ 27. Students are encouraged to bring to class newspaper clippings, periodicals, and other information relating to topics being discussed.

___ ___ 28. Students are encouraged to replace unreasoned judgments and actions with objective analysis in the regular utilization of problem solving.

___ ___ 29. Short quizzes and tests administered periodically are used to evaluate student progress in developing functional literacy in Consumer Economics and effectiveness of instruction.

___ ___ 30. The teacher makes frequent and effective use of student participation, the overhead projector, and other appropriate audio-visual aids.

___ ___ 31. The students understand the effect of values and goals on consumer decisions and career choices.

___ ___ 32. Students understand contractual obligations.

___ ___ 33. The student understands the effect of inflation and of recession on buying power.

___ ___ 34. Students determine the interest and compare the cost of various interest formulas.

___ ___ 35. Other

ECONOMICS

Yes	No		
___	___	1.	Economics is taught in grades eleven and twelve.
___	___	2.	The content of Economics concerns itself with the economic knowledge and understandings which have practical application for every person as a citizen, consumer, and worker.
___	___	3.	One of the purposes of Economics is to develop in the students an appreciation of the American system of free enterprise.
___	___	4.	Economics attempts to develop in the student an appreciation of the increased economic interdependence of individuals and organizations.
___	___	5.	Students are taught to replace unreasoned judgments with objective analysis by using the rational approach to problem solving (statement of the problem, analysis of the problem, method of solution, presentation of data, and conclusions).
___	___	6.	The instructional program creates an awareness that unlimited wants and limited resources are basic to all economic problems.
___	___	7.	Students understand that a society's resources are known as factors of production: natural resources, labor, and capital goods.
___	___	8.	Objective examination of controversial economic issues is included as a means of helping students develop the ability to reach their own conclusions on important socio-economic problems (unemployment and poverty).
___	___	9.	Students are encouraged to master a basic vocabulary of economic terms.
___	___	10.	According to ability, students frequently are given the opportunity to analyze practical economic problems, thereby, giving concrete meaning in relation to the student's own experiences and interests.
___	___	11.	Economic principles will be illustrated in terms of the student's experience and understanding and in terms of current economic problems and issues.

___ ___ 12. The teacher makes frequent use of appropriate supplementary materials and community resources.

___ ___ 13. Students are encouraged to bring to class newspaper clippings, periodicals, and other information relating to topics under discussion.

___ ___ 14. The teacher has participated recently in a workshop in Economics or has returned to college for additional course work in Economics.

___ ___ 15. Students recognize their obligation to contribute as producers to the economic system as well as consumers of economic goods and services.

___ ___ 16. Students recognize that specialization, division of labor, and mechanization will enable our society to increase the output of goods and services while utilizing factors of production.

___ ___ 17. Students recognize that the profit motive is the basis for the operation of our free enterprise system.

___ ___ 18. Students understand the concept of interaction in the marketplace through the mechanism of supply and demand where there is a circular flow of income, goods, and services.

___ ___ 19. Students recognize that the economic presence of government consists of four main functions: allocation of resources, regulation of business and markets, redistribution of income, and promoting stability and/or growth in the economy (including fiscal and monetary policy).

___ ___ 20. Students understand the role of the monetary system through money, banking (Federal Reserve System), credit, and savings.

___ ___ 21. Students understand that gross national product (GNP) measures the market value of all goods and services produced in a country over a period of one year.

___ ___ 22. Students understand that the services in the marketplace involve pricing as well as other economic factors.

___ ___ 23. Students are aware that the size, type, and ownership structure of business may affect the competitive nature of the marketplace.

___ ___ 24. Students develop an understanding that the policies and activities of organized labor may affect the competitive nature of the marketplace.

___ ___ 25. Students understand that inflation will affect the value of the dollar (causes: increase in money supply, limitation of resources, rate and amount of production, international involvement, etc.).

___ ___ 26. There is an understanding of the global nature of economics (our free enterprise system interacts with other economies).

___ ___ 27. Students understand the major economic systems of the world.

___ ___ 28. Students understand the distribution of goods in a market economy and the functions of marketing.

___ ___ 29. Students understand the necessity for increased productivity to maintain the present standard of living.

___ ___ 30. Other

GENERAL BUSINESS

Yes	No		
___	___	1.	General Business is used as a beginning course for students who plan to continue in the business education program as well as other students.
___	___	2.	General Business is offered to business students before they enroll in subjects such as accounting, shorthand, and typewriting.
___	___	3.	Students in other disciplines are encouraged to enroll in General Business.
___	___	4.	The consumer aspects of business and economics, such as banking, budgeting and buying, savings and investments, insurance, credit, and taxes are emphasized.
___	___	5.	An attempt is made to teach students to use goods and business services economically.
___	___	6.	Students are taught to look at business problems from the point of view of the government, the business, and the consumer.
___	___	7.	One of the main purposes of General Business is to develop in the students an appreciation of the American system of free enterprise.
___	___	8.	Students are aware of how economic concepts affect consumers and the business world.
___	___	9.	Students understand the types of business ownership and career opportunities relating to the types of business enterprises.
___	___	10.	Students understand the need for money management (values, goals, life styles, plans, budgets, etc.).
___	___	11.	Students develop and utilize a vocabulary in business, economic, and consumer terminology.
___	___	12.	Students recognize that the economic presence of government consists of four main functions: allocation of resources, regulation of business and markets, redistribution of income, and promoting stability and/or growth in the economy (including fiscal and monetary policy).
___	___	13.	Visual aids such as films, filmstrips, and transparencies are frequently used.

___ ___ 14. Students become proficient in identifying and using available sources of information (schools, community, state, and national).

___ ___ 15. Reference is made continuously to business experiences in daily living, such as available safeguards in handling money (checks, money orders, etc.).

___ ___ 16. Students understand that with all rights there are equal responsibilities.

___ ___ 17. Whenever possible, instruction is geared to the activities, ambitions, and experiences of teenage students.

___ ___ 18. The importance of reading and understanding written instruments before signing is emphasized.

___ ___ 19. Various opportunities for students to work in projects, committees and panels, skits, class participation, and individual contributions are provided.

___ ___ 20. Community resources are utilized extensively through the use of field trips, outside speakers, and business and industry resources.

___ ___ 21. General Business provides a basic understanding of the economic system from the viewpoint of the worker, the consumer, and the citizen.

___ ___ 22. Students are aware of their decision-making role in directing the flow of goods in our economic system, i.e., supply and demand.

___ ___ 23. General Business promotes the involvement of the individual student in solving everyday business problems.

___ ___ 24. Students are encouraged to recognize the importance of decision making, work ethics, and interpersonal and societal relationships in our society.

___ ___ 25. Students understand the distribution of goods in a market economy and the functions of marketing.

___ ___ 26. Students understand the necessity for increased productivity to maintain the present standard of living.

___ ___ 27. Other

INTRODUCTION TO BUSINESS

Yes	No		
___	___	1.	Students are given exploratory experiences in selected subject areas so that they can make future course selections based on interests and abilities.
___	___	2.	The students are encouraged to develop positive interpersonal relationships, personal traits, and work characteristics which are desirable for successful occupational performance. The following areas are suggested:
___	___		a. Typewriting
___	___		b. Filing
___	___		c. Accounting
___	___		d. Shorthand (reading, writing, and transcribing)
___	___		e. Secretarial Procedures and Office Procedures
___	___		f. Machines (calculators, duplicators, transcribers, computers, and power-driven typewriters)
___	___		g. General Business
___	___		h. Communications
___	___		i. Consumer Education
___	___		j. Business Law
___	___		k. Business Organization and Management
___	___		l. Business behavior
___	___		m. Business English
___	___		n. Cash register activities
___	___		o. Opening a business checking account
___	___		p. Maintaining records for income tax, state sales tax, etc.
___	___		q. Records and forms for self-employment taxes
___	___		r. Records for employee payroll
___	___	3.	Other

OFFICE PROCEDURES

Yes	No		
___	___	1.	Office Procedures is taught in grade eleven or twelve and is designed as a culminating course for business students.
___	___	2.	At least one year of typewriting is a prerequisite for Office Procedures.
___	___	3.	Students develop skills and techniques necessary for entry level employment and advancement.
___	___	4.	Students improve grammar, punctuation, word division, spelling, oral and written communication, etc.
___	___	5.	The development of skills in reading, listening, and following instructions are stressed.
___	___	6.	Opportunities are provided that necessitate the use of information guides, e.g., telephone directory, city directory, zip code directory, dictionary, secretarial handbooks, thesaurus.
___	___	7.	A unit on job information is included, e.g., application forms, letters, and interviews.
___	___	8.	The necessity of cooperation with subordinates, peers, and superiors is emphasized.
___	___	9.	Students are given instruction in the handling of mail and utilizing resources of the local post office.
___	___	10.	Alphabetic, geographic, numeric, and subject filing is taught with adequate stress on the filing sequence and on the responsibility of maintaining neat, accurate files utilizing a simulation setting.
___	___	11.	Students' classwork is evaluated similar to on-the-job work performed by beginning office employees.
___	___	12.	A short "office staff" meeting (including teacher and all students) is held periodically to discuss quality of work, organization of work, room appearance, and other matters that can be discussed in a group meeting.
___	___	13.	Students are made aware of the importance of both independent and group planning.
___	___	14.	Students are expected to complete assignments on time with a minimum of instruction and supervision.

___ ___ 15. The machines used include the following: dictation machines, correcting typewriters, dual pitch typewriters, electronic typewriters, micro-computers, programmable calculators, display calculators, duplicating machines, light table, teletrainer, thermofax, etc.

___ ___ 16. Enough machines are housed in the Office Procedures room so that each student has a machine to operate when the class is concerned with this type of work.

___ ___ 17. The duplicating equipment is located in a small room adjacent to or in a corner of the Office Procedures room or is made available for the students.

___ ___ 18. The transcribing machines are located as far away from the other machines as possible to insure the greatest degree of quietness.

___ ___ 19. Washing facilities are available.

___ ___ 20. There is a rotation plan of organization whereby each student operates a machine for a stated period of time.

___ ___ 21. With the use of recent research, the students are oriented in <u>modern</u> business conduct and grooming.

___ ___ 22. Students are given instruction in the handling of the telephone. (Use resources of the telephone company when possible.)

___ ___ 23. Students are given "hands on" experience with input media to a computer system.

___ ___ 24. Students develop desirable personal qualities, business ethics, and work habits.

___ ___ 25. The student will develop typewriting skills necessary for production work.

___ ___ 26. The student understands the process and develops a basic skill on a variety of duplicating and copying machines.

___ ___ 27. Students can use basic mathematical skills.

___ ___ 28. Students become proficient in the use of transcribing machines.

___ ___ 29. Students develop initial career plans.

___ ___ 30. Other

RECORDKEEPING

Yes	No		
___	___	1.	The teacher provides meaningful business activities at the beginner level.
___	___	2.	The importance of an understanding of business forms is emphasized.
___	___	3.	The students develop and/or improve basic skills of handwriting, computations, written and oral communications, filing, and business behavior necessary for initial employment.
___	___	4.	Students have basic skills for personal use, e.g., checking accounts and other personal records involving recordkeeping (functional consumer competencies).
___	___	5.	Students develop entry level recordkeeping skills.
___	___	6.	Students are aware of the necessity for budgeting in personal and business activities.
___	___	7.	The students develop good work habits, attitudes, and personality traits.
___	___	8.	Students develop an appreciation for the importance of accuracy in all work and records.
___	___	9.	The teacher assists the student in learning how to follow oral and written instructions.
___	___	10.	The students understand the importance of effective and efficient use of supplies, materials, and equipment in successful initial employment.
___	___	11.	The teacher emphasizes the importance of self-concept, good grooming, office manners, and getting along with others.
___	___	12.	Students understand the necessity for integrity and honesty at all times.
___	___	13.	Students are encouraged to think, reason, and make logical decisions.
___	___	14.	Students develop a recordkeeping vocabulary.
___	___	15.	Other

SECRETARIAL AND STENOGRAPHIC PROCEDURES

Yes	No		
___	___	1.	The students develop secretarial skills, including shorthand and office techniques necessary for employment, advancement on the job, or further study.
___	___	2.	Students develop the ability to perform all types of office work with accuracy and speed.
___	___	3.	The students understand how to use reference materials and aids available to a stenographer or secretary.
___	___	4.	Students improve grammar, punctuation, word division, spelling, oral and written communication, etc.
___	___	5.	The teacher assists the students to relate classroom activities to office routine.
___	___	6.	The teacher assists students in developing skills in reading, listening, and following directions.
___	___	7.	The students develop desirable work habits, attitudes, and personality traits.
___	___	8.	Students understand the importance of, and have the opportunity to practice answering the telephone.
___	___	9.	Students are aware of business organization and management.
___	___	10.	The teacher encourages the students to think, to reason, and to make sound professional and personal decisions.
___	___	11.	Students are aware of employment opportunities and standards.
___	___	12.	The machines used include the following: dictation machines, correcting typewriters, dual pitch typewriters, electronic typewriters, micro-computers, programmable calculators, display calculators, duplicating machines, shorthand equipment, teletrainer, light table and thermafax.
___	___	13.	Word processing concepts are integrated in classroom activities.
___	___	14.	Students demonstrate skill in records management, such as filing, storage, retrieval, etc.

SHORTHAND I

Yes	No		
___	___	1.	Such factors as average or better grades and a prerequisite of Typewriting I are considered in counseling students who wish to enroll in Shorthand.
___	___	2.	Students receive guidance information concerning the concept of shorthand, the amount of homework involved, and the necessity for correct English usage in transcription before enrolling in the course.
___	___	3.	Each student is aware of the course standards.
___	___	4.	Students are given assistance in developing good study habits.
___	___	5.	Students know basic shorthand theory.
___	___	6.	Students read rapidly and accurately from shorthand plates and from dictation notes.
___	___	7.	Dictation practice is started soon after shorthand writing is introduced.
___	___	8.	Skills are refined in grammar, proofreading, typing, placement of typewritten materials, spelling, punctuation, etc.
___	___	9.	Students can fuse shorthand, English, and typewriting skills into the production of a typewritten, mailable transcript at acceptable rates of speed.
___	___	10.	Personal use is encouraged by using shorthand in writing themes, letters, lectures, library resources, radio programs, television programs, etc.
___	___	11.	Students develop a general and technical vocabulary.
___	___	12.	Students are encouraged to practice efficient organization and management of supplies, materials, furniture, and equipment in the work area.
___	___	13.	Students develop an appreciation for the importance of shorthand as a communication tool for career and personal use.
___	___	14.	Students are prepared with entry-level skill for the job market.

___ ___ 15. Students develop desirable work habits, attitudes, and personality traits necessary for success.

___ ___ 16. Students are encouraged to think, to reason, and to make professional and personal decisions.

___ ___ 17. Students develop awareness of employment opportunities and standards.

___ ___ 18. Students are aware of standards required for further study.

___ ___ 19. The importance of productivity is stressed at all times.

___ ___ 20. Students have access to typewriters during the same period that instruction in shorthand is given.

___ ___ 21. Dictation is given at least twice by a local businessperson or a school administrator.

___ ___ 22. Individual students and groups have a record player, tape recorder, or shorthand dictation laboratory available during their study periods.

___ ___ 23. Dictation records or tapes are available for the students who desire to use them for practice at home.

___ ___ 24. Multi-headset equipment or dictation laboratories are used as a means of providing for individual differences in taking dictation.

___ ___ 25. The chalkboard, overhead projector, or video tape is used frequently by the teacher for demonstration and drill.

___ ___ 26. The teacher is aware of the standards expected in the higher institutions.

___ ___ 27. Other

SHORTHAND II

Yes	No		
___	___	1.	Each student is aware of the course standards.
___	___	2.	Students review shorthand theory, refine skill in outline construction, develop speed in taking dictation, and expand shorthand vocabulary.
___	___	3.	Students read rapidly, accurately, and fluently from shorthand plates, homework notes, and dictated material.
___	___	4.	Students are given assistance in developing good study habits.
___	___	5.	Students understand and use efficient organization and management of supplies, materials, furniture, and equipment in the work area.
___	___	6.	Personal use is encouraged by using shorthand in writing themes, letters, lectures, library resources, radio programs, television programs, etc.
___	___	7.	The teacher reviews typewriting skills, use of dictionary, use of secretarial handbook, and other related reference materials with the students.
___	___	8.	Students improve transcription skills, such as punctuation, spelling, grammar, word division, capitalization, composing, editing, proofreading, and error correction.
___	___	9.	Students have access to typewriters during the same period that instruction in shorthand is given.
___	___	10.	Dictation is given several times by different people.
___	___	11.	Students produce typewritten mailable transcripts from new material at a rapid rate with a high degree of accuracy.
___	___	12.	In second-year shorthand, there is a definite schedule for dictation followed by transcription.
___	___	13.	Transcripts are graded on the basis of mailability--the quality of a letter an executive would be willing to sign without need for correction or retyping.
___	___	14.	Office style dictation is given in the second-year shorthand class and includes carbons, enclosures, and envelopes.

___ ___ 15. Individual students and groups have a record player, tape recorder, or shorthand dictation laboratory available during their study periods.

___ ___ 16. Dictation records or tapes are available for the students who desire to use them for practice at home.

___ ___ 17. Multi-headset equipment or dictation laboratories are used as a means of providing for individual differences in taking dictation.

___ ___ 18. The chalkboard, overhead projector, or video tape is used frequently by the teacher for demonstration and drill.

___ ___ 19. Students have entry-level skills and above.

___ ___ 20. Students develop desirable work habits, attitudes, and personality traits.

___ ___ 21. Students develop awareness of employment opportunities and standards.

___ ___ 22. The teacher is aware of the standards expected in the higher institutions.

___ ___ 23. Other

TYPEWRITING I

Yes	No		
___	___	1.	Students receive instruction in typewriter care and ribbon changing.
___	___	2.	A textbook is available for each student.
___	___	3.	Multiple copies of dictionaries, word division manuals, and secretarial reference manuals are accessible in the classroom (a theraurus is also provided).
___	___	4.	Students master the typewriter keyboard using the touch method.
___	___	5.	The students master the correct typewriting techniques of stroking and machine manipulation.
___	___	6.	Students develop correct posture and control necessary to typewrite with accuracy and speed on straight copy and problem material to meet both personal needs and employment standards by producing mailable copy.
___	___	7.	The students build skills relating to business application.
___	___	8.	The students develop good work habits, such as understanding and following instructions; organizing supplies, materials, furniture, and equipment in the work area; and handling materials efficiently.
___	___	9.	The students develop the ability to use the typewriter as an effective tool--including proofreading, correcting errors, typing from direct dictation, and composing at the typewriter.
___	___	10.	Students develop desirable attitudes and personality traits.
___	___	11.	Students know how to prepare job application forms.
___	___	12.	Supplementary typewriting materials are available for use in strengthening specific typewriting weaknesses.
___	___	13.	Students are encouraged to think, to reason, and to make professional and personal decisions.
___	___	14.	The students have a foundation for advanced study.

___ ___ 15. Students are aware of employment opportunities and standards.

___ ___ 16. At least two utility typewriters are provided for emergency use.

___ ___ 17. Adjustable typewriting desks or tables are provided.

___ ___ 18. Adjustable posture chairs are provided.

___ ___ 19. Only one typewriter is placed on each desk or table.

___ ___ 20. Copyholders are available for each typewriting desk or table.

___ ___ 21. Each typewriting room has a demonstration typewriter and stand for teacher use.

___ ___ 22. Drawer storage and folders are provided for student's work.

___ ___ 23. Students are encouraged to learn the operations of more than one kind of typewriter.

___ ___ 24. Students refine basic English and mathematical skills.

___ ___ 25. Students demonstrate the ability to type accurately and rapidly using correct form within a given time frame.

___ ___ 26. Students develop centering and tabulating skills.

___ ___ 27. Students demonstrate the use of appropriate letter and manuscript styles.

___ ___ 28. Word processing concepts and skills are introduced in classroom activities.

___ ___ 29. The teacher is aware of the standards expected in the higher institutions.

___ ___ 30. Other

TYPEWRITING II

Yes	No		
___	___	1.	Students are aware of the standards which they must attain.
___	___	2.	Students are provided the opportunity to further expand and improve skills and competencies developed in Typewriting I.
___	___	3.	Students refine their typewriting skills for a career, for personal use, or for advanced studies.
___	___	4.	Students understand that proofreading is essential for productive work.
___	___	5.	Students develop typewriting skills necessary for production work.
___	___	6.	Supplementary typewriting materials are available for use in strengthening specific typewriting weaknesses.
___	___	7.	Students understand the necessity of mailability of typewritten material.
___	___	8.	Students assume performance of business applications with a minimum of direction and supervision.
___	___	9.	Skills relating to advanced business application are stressed, including refined and expanded use of letters, manuscripts, tabulations, etc.
___	___	10.	Productivity is emphasized at all times.
___	___	11.	Students understand and follow instructions; organize supplies, materials, furniture, and equipment in the work area; and learn to handle materials efficiently.
___	___	12.	Students develop desirable work habits, attitudes, and personality traits.
___	___	13.	At least two utility typewriters are provided for emergency use.
___	___	14.	Adjustable typewriting desks or tables are provided.
___	___	15.	Adjustable posture chairs are provided.
___	___	16.	Only one typewriter is placed on each desk or table.
___	___	17.	Copyholders are available for each typewriting desk or table.
___	___	18.	Each typewriting room has a demonstration typewriter and stand for teacher use.
___	___	19.	Drawer storage and folders are provided for student's work.
___	___	20.	Students are encouraged to learn the operations of more than one kind of typewriter.
___	___	21.	Students are encouraged to think, to reason, and to make professional and personal decisions.
___	___	22.	Students are aware of employment opportunities and standards.
___	___	23.	Practice sets with business forms are used as a part of the work.
___	___	24.	Information processing concepts and skills are developed in classroom activities.
___	___	25.	The teacher is aware of the standards expected in the higher institutions.
___	___	26.	Word processing concepts and skills are introduced in classroom activities.
___	___	27.	Other.

List of Available Resources

Textbooks

Supplimentary Materials
(Including trade books, audio-visual software, visuals, periodicals, reference books, games, simulations, transparencies, etc.)

Community and Other Resources

Guest Speakers

Field Trips

Other

Needs and Recommendations

1. Physical

2. Staffing

3. Materials/Resources

4. Program Changes

5. Other

Teacher Checklist of Essential Skills

Note: These would be based on skills identified in essential skills by subject/course.

EXAMPLE:

__ The student uses correct stroking techniques.

__ The student demonstrates correct position at the typewriter.

__ Etc.

Program Descriptions

Examples

Accounting I. The Accounting I course prepares students for entry level positions, effective personal financial management, and for continuing development in accounting. The practice and application of accounting will provide tools for the understanding of the accounting cycle process that should result in effective and responsible decision making in personal activities and in employment. The students' knowledge of business, economic, and financial concepts will be emphasized. Prerequisites: Business Mathematics or Basic Mathematics.

Accounting II. The Accounting II course provides the students with an indepth study and skill applications of the concepts introduced in first year Accounting. This application of indepth study will provide a foundation for future promotion or further study. Prerequisite: Accounting I.

Business Communications. The Business Communications course provides the specialized training that will give the student competence in all phases of communications: writing, speaking, listening, and reading. Prerequisites: English I and English II.

Business English. The Business English course provides the students with the broad and thorough training necessary to develop competence in each of the communication skills: reading, writing, speaking, and listening. Prerequisites: English I and English II. Typewriting I is recommended.

Business Law. The Business Law course assists students in understanding the role of the court system in interpreting the law, as well as understanding the rules and principles that regulate our relationship with other people in a democratic society. Law touches the lives of each of us and establishes parameters for our legal rights and responsibilities. Prerequisite: None.

Business Machines. The Business Machines course acquaints the student with the machines and equipment used in business. Prerequisite: None.

Business Mathematics. The Business Mathematics course assists the students in analyzing problem situations and applying fundamental business principles. Business Mathematics is the study of mathematics processes and business problems common to all persons--it has both specialized jobs and general education values. Prerequisite: None.

Business Organization and Management. The Business Organization and Management course provides basic information on the theory of business organization and the way in which businesses are managed. It is designed for those who will work as employees and seek advancement, for those who may manage a business for others, and for those who will eventually own and operate their own business. Prerequisites: General Business and/or Accounting I are recommended.

Careers. The Careers course provides the students with career awareness, orientation, exploration, occupational selection, and preparation in conjunction with life styles desired. Each topic is a component of a life plan which should be developed and formulated by each individual student. The resultant composite of the components will be a guide for the students to use in the implementation of elected career choice. Prerequisite: None.

Computers and Society. The Computers and Society course provides the student with information and experiences that will develop an appreciation of computers and their utilization in our society. It should assist the student in living and working in a computerized world. Prerequisite: None.

Computer Programming. The Computer Programming course provides the student with a foundation in computer assisted problem solving through the use of high level language programming techniques and develops confidence and cursory competence in computer applications. Prerequisites: Computers and Society, Algebra I, and Typewriting I. Accounting I and Business Mathematics are recommended.

Consumer Economics. The Consumer Economics course provides information that will enable the student to appreciate our economic system, effectively manage his/her personal and economic affairs, and make intelligent decisions that are consistent with one's personal values and needs. Prerequisite: None.

Economics. The Economics course provides studies of people living and working together--to provide for their needs and wants. It explains how people produce, trade, save, and spend. Economics should be recognized in all of our day-to-day activities. Prerequisite: None.

General Business. The General Business course provides studies of the role and function of business in our private enterprise system with emphasis on what everyone should know in order to be effective as a consumer, worker, and citizen. It deals with understanding and knowledge needed by every person in such topics as: functions, management, and organization in performance activities of business; career concepts; consumer literacy; work ethics in business; effective citizenship; worthy use of leisure; and individual growth in decision making. This is a "thinking and doing" course for all students. Prerequisite: None.

Introduction to Business. The Introduction to Business course orients the student to the content of courses in a business curriculum. Prerequisite: None.

Office Procedures. The Office Procedures course integrates and correlates general office skills and knowledges previously learned (non-shorthand). The course is designed to help students develop attitudes, understandings, knowledges, and skills that enable them to find employment or to pursue further study. Prerequisites: Typewriting I, English I, and English II.

Recordkeeping. The Recordkeeping course enables the student to maintain accurate daily records (in lieu of accounting records), understand business forms, basic computational problems, and develop good work habits and attitudes. Prerequisite: None.

Secretarial and Stenographic Procedures. The Secretarial and/or Stenographic Procedures course develops efficient stenographers and secretaries who can integrate and correlate all the related secretarial and general office skills and knowledges previously learned as well as new skills and understandings which prepare the student for employment or further study. Prerequisites: Typewriting I, Shorthand I, English I, and English II.

Shorthand I. The Shorthand I course teaches basic shorthand theory and develops shorthand skills, techniques, and attitudes necessary for personal and occupational use. Prerequisites: Typewriting I, English I, and English II.

Shorthand II. The Shorthand II course combines and refines the skills of shorthand, typewriting, grammar, and spelling. The course is designed to develop personal attitudes necessary for career or advanced study. Prerequisite: Shorthand I.

Typewriting I. The Typewriting I course is to enable the students to develop typewriter keyboard mastery and to develop basic typewriting skills and techniques for both personal and occupational use. Prerequisite: None.

Typewriting II. The Typewriting II course prepares students for careers, for personal use, and for advanced study. Prerequisite: Typewriting I.

Program Implementation, Evaluation, and Revision

After reviewing the present program, the following procedures should be initiated for a complete curriculum review.

Program Implementation

1. What expected student outcomes are presently being accomplished?
2. What expected outcomes are not being attained or are attained at minimal levels?
3. What can be done to increase proficiency levels?
4. What (facilities, materials, equipment, administrative support, teacher training, prerequisite needs of students, student involvement, etc.) are needed to effect increased proficiency?
5. What is the implementation plan?
6. How will implementation evaluation be accomplished?
7. How will student outcomes be measured?

Continuing Assessment and Revision

1. Identification of emerging needs
2. Follow-up studies of former students
3. Maintaining awareness of college standards and business and industry expectations
4. Revision of program to meet identified needs

Facilitating Change

1. Early and continued input and involvement of individuals affected by the change
2. Understanding of how the content area fits in the total curricular framework